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GUIDELINES FOR MILLER-UNRUH READING PROGRAMS, REVISED.

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CALIFORNIA RECOGNIZED THAT THE ABILITY TO READ IS A VITAL SKILL NEEDED BY ALL SCHOOL-AGE YOUNGSTERS. THE MILLER-UNRUH READING ACT OF 1965 AND ITS 1967 AMENDMENTS ARE DESIGNED TO HELP PRIMARY-GRADE CHILDREN SUCCEED IN READING. THE MILLER-UNRUH ACT FOCUSES UPON THE DIAGNOSIS OF ACTUAL OR ANTICIPATED READING DISABILITY, THE PREVENTION OF POTENTIAL AND THE CORRECTION OF ACTUAL READING DISABILITY, THE ASSESSMENT OF THE DEVELOPMENTAL ASPECTS OF CHILD GROWTH AND DEVELOPMENT AS THESE MAY AFFECT BEGINNING READING, AND THE DEVELOPMENT OF POSITIVE ATTITUDES TOWARD READING. THE MAJOR FEATURE OF THE ACT PROVIDES SCHOOL DISTRICTS WITH THE OPPORTUNITY TO OBTAIN SPECIALIST TEACHERS OF READING FOR GRADES 1, 2, AND 3. THE ACT ENVISIONS THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS, THE EXTENSIVE USAGE OF LIBRARY [illegible] SUCCESSFUL EDUCATION FOR CLASSROOM TEACHERS OF READING, THE MAINTENANCE OF READING-LEARNING CENTERS, AND ASSISTANCE IN CONTINUING EVALUATION OF READING PROGRAMS. A TEAM APPROACH, INVOLVING PARTICIPATION BY THE PUPIL, THE PARENT, THE REGULAR CLASSROOM TEACHER, THE SPECIALIST TEACHER OF READING, AND OTHER STAFF SPECIALISTS, FORMS THE NUCUELUS OF THIS PROGRAM. (AUTHOR/JM)

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REVISED

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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for Miller-Unruh Reading Programs

REVISED

Prepared by the

Division of Instruction
STATE DEPARTMENT OF EDUCATION

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INTRODUCTION

Nationwide, we see effort by the states to develop reading programs geared to helping children who have not experienced success in reading.

California recognizes that the ability to read is a vital skill needed by all school-age youngsters. The Miller-Unruh Reading Act of 1965 and its 1967 amendments are committed to helping primary grade children find success in reading. Success or failure in the schools and the attendant carryover into later life makes it imperative that all pupils experience, early in their school careers, positive success in the developmental skills of reading.

The Miller-Unruh Act focuses upon: (1) the diagnosis of actual or anticipated reading disability; (2) the prevention of potential and the correction of actual reading disability; (3) the assessment of the developmental aspects of child growth and development as these may affect "beginning" reading; and (4) the development of positive attitudes toward reading.

Specifically, the major feature of the Act provides school districts with the opportunity to obtain specialist teachers of reading for grades one, two and three. The Act envisions the development of instructional materials, the extensive usage of library facilities, in-service education for classroom teachers of reading, the maintenance of reading-learning centers and assistance in continuing evaluation of reading programs.

Under the Act, program development centers upon the reading problems of individual students. However, program development should not be considered as distinct or separate from the total school reading program, but should be an integral part of it.

A team approach, involving participation by the pupil, the parent, the regular classroom teacher, the specialist teacher of reading and other staff specialists, forms the nucleus of this program.

Questions related to the Miller-Unruh Reading Programs may be directed to the following Bureaus of the State Department of Education:

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THE ORIGINAL ACT

On July 14, 1965, Governor Edmund Brown signed the Miller-Unruh Basic Reading Act, authored by Senator George Miller and Speaker of the Assembly Jesse Unruh, for special elementary school reading instruction programs making it a part of the Education Code (Division 7, Chapter 2.5, beginning with Section 7770).

To put the Act into operation, the State Board of Education adopted rules and regulations prepared by the State Department of Education (California Administrative Code, Title 5, Subchapter 1.5 beginning with Section 400).

THE INTENT AND PURPOSE

The intent and purpose of this law, in the words of the Act, is "the prevention of reading disabilities and the correction of reading disabilities at the earliest possible time in the educational career of the pupil." The Act is directed toward reading success for pupils in the primary grades and provides funds for salary payments of reading specialists, for scholarships to develop teaching skill and for salary payments for employment of professional librarians.

THE 1967 AMENDMENT

The 1967 session of the California State Legislature passed and the Governor signed into law Assembly Bill 272 which amended the Miller-Unruh Act of 1965. Major changes are concerned with specifications of districts that may participate, amount of participation required of districts, method of funding salaries of specialist teachers and procedures for determining state allotments toward the salaries of librarians. Specific changes are noted in appropriate sections in this guide. Emphasis is made again in the amendment, [Section 7771.1(a)] upon the fact that the Act is intended to provide assistance where it is most needed.

VOLUNTARY PROGRAM

Under the 1967 amendment, (Education Code Section 7790) the program is voluntary for those districts that are eligible for state equalization aid and that maintain grades 1, 2 and 3. Such districts may or may not take part in the Program. A proposal may be submitted for an individual school or for the entire district. The original Act required participation to the full quota of specialist teachers allowed to the district or school applying. Later, this was amended to require participation up to 30% of the basic quota. The 1967 amendment (Education Code Section 7771.1) continued to make it possible for the district or the school to participate at 30% of the basic quota.

All districts in the State, according to the original Act, are required to administer a reading test in grades 1, 2 and 3 whether they participate in the Miller-Unruh Reading Program or not. The law specifically states that the testing program is to be used exclusively for the purposes of the Act.

The Bureau of Education Research has prepared a revised Manual for Reporting Test Information to emphasize the state reporting requirements for grades one, two and three related to the Miller-Unruh Reading Act of 1965. This manual has been distributed to all district and county offices.

PARTICIPATION IN THE PROGRAM

For all schools that participate in the program the law provides that one specialist teacher of reading may be employed for each 125 units of a.d.a. in grades one, two and three. The results of the mandatory achievement tests determine if more specialists are to be hired.

Districts that plan to participate in the program must: (Education Code Chapter 2.5, Division 7; California Administrative Code, Title 5, Chapter 1, Subchapter 1.5)

1. Compute a basic quota of certificated employees to be appointed specialists. Special provisions are made for small districts in Education Code Section 7790(a).

2. Identify and notify teachers who should qualify for specialist certificates by taking examinations.

3. Nominate qualified certificated employees for positions of specialist teachers following successful passage of the examination.

4. Plan a reading program that meets minimum standards of course content and criteria as adopted by the State Board of Education in the rules and regulations established for the Act.[1]

PROGRAM DESIGNS

To a large degree, whether or not pupils profit from the Reading Act will depend upon the kinds of basic and supplementary programs planned and carried out in the districts. Adopted by the State Board, the minimum standards of course content for the basic reading program offer a set of criteria that may be used as guidelines for the development of an effective reading program. The following are listed as essential:

1. Systematic instruction for pupils in basic skills of word recognition, including phonics, and comprehension of meaning such as set forth in the basic reading texts adopted by the State

2. Systematic and continuous practice provided for the pupils in applying skills in reading for self-directed purposes

[1] California Administrative Code, Title 5, Section 440

3. Presentation to pupils of a wide variety of literature appropriate to the ages, abilities, and interests of children in the program

4. Continuous assessment of language skills and abilities of pupils

5. Instruction and practice for pupils in the use of oral language as communication of meaning and expression of thought

6. Instruction, practice, and drill for children in use of oral language as reinforcement of skills necessary for correct hearing and speaking of the English language

7. Utilization of a wide variety of sensory experiences for pupils to provide a store of basic concepts with which to build meaning and interest

8. Demonstration for teachers of a variety of teaching methods

9. Assistance to teachers in techniques of informal observation of child behavior as a means of discovering reading disabilities

10. Assistance to teachers in planning effective organization for instruction

PROJECT FILING

A description of the proposed program together with the computation of quota must be submitted by the district in triplicate to the county superintendent of schools on an application form J-10. The J-10 forms may be obtained from the offices of county superintendents of schools.

PROJECT APPROVAL

Using the following criteria, the application will be reviewed and final approval will be given by the State Superintendent of Public Instruction (California Administrative Code, Title 5, Section 441):

1. The application should include background description of the pupils to be served and describe a plan for:

   a. The use of multiple methods for assessing language ability and background

   b. The keeping of individual records for each pupil

c. The use of a variety of methods for identifying the types of learning problems young children encounter as they begin to read, including but not limited to those problems arising from physical causes

d. The exchange of information between parents and the school concerning the child's participation in the program

e. The coordinating of supplemental instruction by the specialist teacher with the reading instruction otherwise provided in regular classes to insure a total program of high quality instruction for each pupil.

2. The application must indicate:

a. Methods of evaluating pupil progress

b. The use of the services of the librarian

c. The general extent and type of library materials that will be available for the program

d. The application must be accompanied by a copy of the resolution of the governing board whereby it approved the plan described in the application or by a statement signed by the chief administrative officer of the district certifying that the plan described has been approved by the governing board of the district.

No application will be rejected on the basis of the methodology of providing basic reading instruction which the school district has selected.

Since it is the intent of the legislature that funds and services should go first to those schools with the greatest needs and the least ability to provide for them, the law provides that approved applications will be placed on a priority list. In general, priorities will be based upon the relative financial ability of a district as measured by the assessed valuation per unit of average daily attendance and upon the relative need for specialists as measured by the scores of pupils in the statewide testing program.

APPORTIONMENT TO DISTRICTS

By the 1967 amendment (Education Code Section 7801.1) apportionment of State funds for specialist teachers' salaries is made on a different basis than in the original Act. The state will now fund (1967-1968) each specialist teacher's salary up to an amount equal to the average statewide elementary teacher's salary during the preceding fiscal year (1966-67: $8,117) plus a

$250 bonus. The salary allowance will not be more than the salary actually paid the specialist teacher by the district.

The 1967 amendment also provides for an allotment toward salaries (Education Code Section 7825) of librarians. If a certificated librarian is employed full-time in a school or schools of a district in which one or more specialist teachers are employed, and a district has employed one-third of its basic quota of reading specialists in the school or schools, the salary allotment shall be $500 per specialist teacher toward the salary of the librarian(s). The allotment shall not exceed the total cost of the salaries of librarians.

EVALUATION OF PROGRAMS

Evaluation is more than a testing schedule. Formal tests are but one of the many instruments that may be used in the appraisal of pupil growth and development. Among other instruments may be included anecdotal records, teacher judgment, informal inventories, check lists, rating scales, parent conferences, attitudinal scales and tapes to assess language development. In reading instruction, evaluation is a continuous process of gathering and weighing evidence that will give clues to assist teachers in providing the best instruction for individual children.

Districts participating in the program will be requested to prepare and submit an evaluation form to the Bureau of Elementary and Secondary Education, State Department of Education. This is due July 1 of the year in which the district participates in the program.

CERTIFICATION OF SPECIALIST TEACHER

Special reading teachers who participate in the Miller-Unruh programs must hold a certificate, Specialist Teacher in Reading, issued by the State Department of Education. To obtain this certificate, a teacher must do three things--be nominated, pass an examination, and make application for the certificate.

NOMINATIONS - Teachers may be nominated by the governing board of the school district in which they are employed, or they may nominate themselves. When the district nominates the teacher, it indicates he has been observed and is eligible for nomination as a specialist teacher of reading (Form TEC-1). Such nomination does not constitute a promise to employ the nominee. If the teacher nominates himself (Form TEC-2), the Bureau of Teacher Education and Certification appoints a panel of three observers to visit the teacher's classroom and to make a recommendation to determine if the teacher is qualified. Such observations will be made after the teacher has passed the examination.

EXAMINATIONS - The examination is given about three times each year in test centers located throughout California. Each form of the California Reading Specialist Test is prepared and scored by Educational Testing Service (ETS). The examination, 105 minutes in duration, consists of 130 multiple choice questions. Examinations are being planned for December, 1967, April and August of 1968. The next examination will be held December 16, 1967. A test center list may be obtained from the Bureau of Teacher Education and Certification.

Examinees who fail the examination may repeat it a second time. A third examination may not be taken unless course work or comparable preparation is completed before the filing of the third examination application. If a person passes the reading specialist examination, but does not apply for certification as a specialist teacher in reading, the passing score is kept on file until such time as the examinee may submit an application.

Anyone holding the Standard Teaching Credential with a Specialization in Elementary Teaching who applies and pays the fee ($10) may take the examination. Passing the examination does not qualify the teacher for the Certificate of Specialist Teacher in Reading unless it is supported with a nomination either by the school district or by an observation panel. Application forms are available from the office of the county superintendent of schools.

OBSERVATION PANELS - Approximately 275 teachers have filed self-nomination forms since 1966, requesting the visitation of the observation panel. The Bureau of Teacher Education and Certification is preparing lists of members of the observation panels selected from county offices, colleges, and school districts. Observations will be scheduled as soon as necessary arrangements can be made. Observers will be appointed from outside the teacher's own school district, county office, or immediate vicinity if possible. Teachers will be notified of the decision of the panel within ten days following visitation. A procedure is being developed by which a teacher who fails to be nominated by the observation panel may request future review.

CERTIFICATION - The certificate, Specialist Teacher of Reading, is dependent upon the applicant holding a regular credential authorizing him to teach in grades one, two and three. Persons who have passed the examination and have been nominated appropriately may apply for the certificate using Form 41-4. The application fee is $15, the same as for other certification documents. Applicants do not need fingerprints or health records. The certificate need not be renewed and is valid as long as the teacher continues to hold a valid credential to teach in grades one, two and three.

SCHOLARSHIPS - The Miller-Unruh Basic Reading Act provides scholarships for qualified teachers of grades one, two and three. A list of courses and the institutions which offer them has been approved by the State Board of Education for this program. Only approved courses may be used to qualify for scholarships. No substitutions can be allowed. The current list of approved courses may be requested from the Bureau of Teacher Education and Certification. Applications must be made by April 1 for summer session (1968) scholarships. Applicants will be notified shortly after the State Board of Education approves the scholarships. Scholarships are in the amount of $250, which is granted directly to successful applicants upon submission of evidence of enrollment. The grant may be used for expenses connected only with approved study programs in regular or summer sessions. The approved study programs are to be completed within one year from the date of the payment of the grant.

The criteria for review and recommendations of scholarships are as follows:

1. Completeness of the application

2. Design of a study program to improve the teaching of reading

3. Need of the school district for specialist teachers of reading

4. Potential of the applicant to profit from the proposed course work

5. Need of the applicant for financial assistance

Scholarship applicants must sign an affidavit promising to repay to the State Board of Education scholarship monies which are not earned by enrollment in and completion of approved courses.

THE ROLE OF THE SPECIALIST TEACHER OF READING[1]

Approaches and methods in the teaching of reading currently in use are multi-varied, and the specialist teacher may select from all of these in planning a preventive and corrective program. Programs are most successful when they are individualized for the particular school in which a specialist is employed.

The following are suggestions for ways which the specialist helps to implement the Miller-Unruh Reading Program:

1. Working in the first grade classroom with groups of children, individuals or the entire class

2. Working with individuals or small groups (1-6 pupils) grades 2 and 3 in a reading-learning center or classroom

3. Diagnosing the nature of children's disabilities

4. Organizing instruction to meet individual needs

5. Helping children develop a motivation for learning

6. Providing a wide variety of instructional resources related to children's needs

7. Preparing materials for individualized instruction

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[1]See Appendix B for responsibilities designated by Education Code and California Administrative Code, Title 5.

8. Demonstration teaching

9. Assisting teachers in lesson planning and room organization

10. Referring children to professional personnel for specialized services such as clinics or specialists

11. Developing systems of record keeping

12. Conferencing with children, parents, teachers and specialized personnel

13. Disseminating current reading research

14. Participating in district, county and state reading meetings

15. Contributing news items of the program to bulletins

16. Assisting in the testing program

THE ROLE OF THE PRINCIPAL

As the instructional leader of the school, the principal has wide and varied responsibilities with respect to the entire curriculum; he may assist and support the specialist teacher(s) in implementing the Miller-Unruh Reading Program by:

1. Helping to interpret the program to staff and community

2. Effecting smooth working relationships among staff members concerned with Miller-Unruh activities

3. Providing space, materials and equipment when necessary (and possible)

4. Assisting in evaluating the program and interpreting the results to school and community

5. Supporting and assisting in the professional growth of the specialist teacher(s)

6. Maintaining his own currency with respect to reading:

   Research, testing, new methods and materials

7. Coordinating and programming in-service activities involving specialist teacher and other staff members

APPENDIX A

SUMMARY OF CHANGES IN 1967 AMENDMENT

1. Change in funding of salaries of specialist teachers.

   The state will now fund each specialist teacher's salary up to an amount equal to the average elementary teacher's salary in the state (Education Code Section 7808).

2. Change in the amount of required participation.

   It will now be possible for districts to continue at the 30% level of participation (30% of full quota as computed in accordance with Education Code Section 7790).

3. Change specification of districts that may apply for the program.

   Districts which are eligible for equalization aid and which maintain grades 1, 2 and 3 may apply (Education Code Section 7790).

4. Change in procedures for determing state allotments toward salaries of librarians.

   For each specialist teacher employed in school or schools, $500 will be granted for use toward librarian salaries (Section 7825). Librarians must be employed full-time and meet credential requirements as defined in Education Code Sections 13289 and 13290. Allotments may not exceed salary of librarian.

APPENDIX B

RESPONSIBILITIES OF SPECIALIST TEACHERS

California Education Code, Section 7796.

Relief from Regular Duties; Specific Duties Listed

7796. Specialist teachers employed by a school district shall be relieved of all regular teaching and administrative responsibilities and shall devote their full-time in performance of the following responsibilities, which shall be directed to training pupils to attain reading ability essential to success in studies to be undertaken beyond the grade three level:

(a) Supplementing the reading instruction otherwise provided in regular classes for all pupils in grade one.

(b) Providing instruction to small groups of pupils, and to individual pupils, in grades two and three who have been determined to have reading disabilities.

(c) Administering reading tests to be given pupils in grades one, two, and three under Article 3 (commencing with Section 7785) of this chapter. For such purposes, the specialist teachers shall examine the tests given and grade and analyze the results with respect to each pupil.

(Added by Stats. 1965, Ch. 1233)